



**Shrewsbury Colleges Group
Accountability Agreement &
Local Needs Duty**

June 2025 to June 2026



Achievement of 2024-25 Accountability Statement Actions

- Introduced new T Level pathways in Midwifery and Mental Health
- Introduced new apprenticeships in professional chef and safety and health technician
- Delivered new HTQ programmes in engineering and digital technologies
- Delivered new HTQ modules in construction and business through the Modular Accelerator Programme
- Introduced a second Project Search cohort
- Extended Travel and Tourism provision in new Health Education Suite
- Opened new digital media suite and new Health Education centre
- Delivered AI Moodle course as part of the full-time tutorial programme



The Purpose of the College

Shrewsbury Colleges Group exists to serve three key stakeholders. As the only state provider of 16-18 education in the county town of Shrewsbury, and as the largest provider of 16-18 education in Shropshire with more A Level students than the rest of the providers combined, the college's primary focus is 16-18 education.

1. 16-18-year-olds in Shrewsbury.

- The college is the only post-16 state school provider in the town of Shrewsbury. In addition, the college is the sixth form partner for communities with a secondary school but no post-16 provision. The college works with c.4,150 16–18-year-olds, having grown from 3,250 over the last five years. This growth is set to continue in September 2025, based on internal progression and external applicants.
- Growth up to 2022 took place despite demographic decline. The demography now grows up to 2032.
- The closure of two Shropshire school sixth forms in September 2024 will also have some further impact in 2025.

2. Adults in Shrewsbury and Shropshire

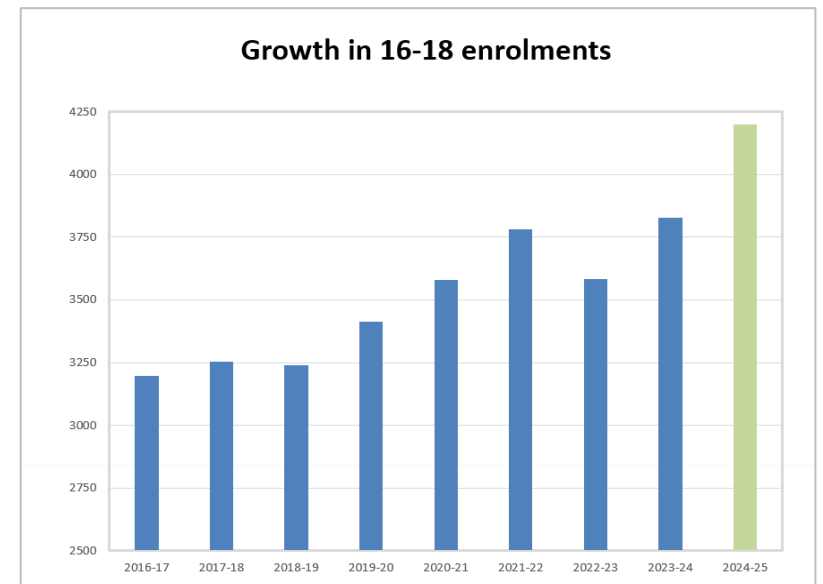
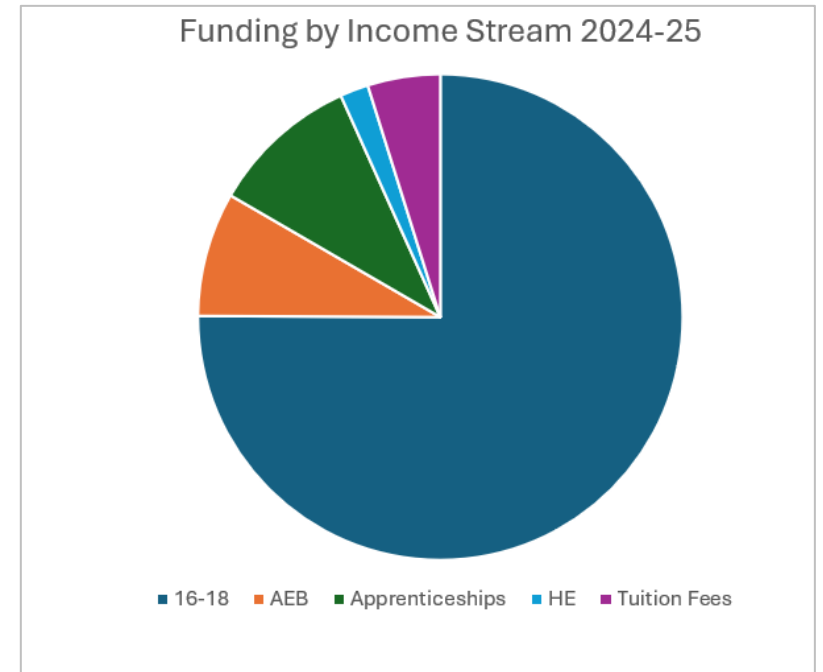
- Adult provision consists of part-time and full-time further education qualifications, higher education and a small amount of community learning.
- Provision for adults is focused on local need and demand and college specialisms. It is not a broad and comprehensive offer.
- The college also delivers specialist training for trade union officials across the country, and for the WMCA and for the GLA.

3. Employers in Shrewsbury, Shropshire and the region

- The largest element of the college direct offer to employers is through the provision of apprenticeships. Apprenticeship numbers are broadly static, with new apprenticeships in catering and maintenance operations and increased numbers in construction offsetting the withdrawal from Trade Union apprenticeships.
- In the last two years the college has developed high quality full-cost bespoke training programmes for employers, particularly in engineering, but also in renewable construction (see below).
- The college is a partner in the Marches Education Partnership which has delivered two successful Strategic Development Fund projects from 2021 to 2023, and is currently delivering the Local Skills Improvement Plan (LSIP) project. These projects have delivered bespoke training for the NHS, for the renewable construction sector, and for engineering and higher level technical skills. These programmes have secured significant investment in facilities and equipment at London Road. The provision has been mainstreamed into the college offer, though with limited success with regard to the renewable construction courses, as employers have been reluctant to pay for training.

The Purpose of the College and the Strategic Plan

- The strategic planning process is driven by the needs of the three priority groups.
- The college needs sufficient capacity to meet the needs of 16-19 students, growing numbers of students with High Needs, and apprentices and adults in priority areas which are resource intensive, specifically engineering and construction.
- *Funding by income stream 2024-25* (chart right) demonstrates the significance of 16-19 income as it accounts for just under three-quarters of income in 2024-25.
- The growth in 16-19 numbers in 2024-25 and the increase in funding for 2025-26 means that the proportion will exceed three-quarters of income. This growth can be seen in *Growth in 16-18 enrolments* (chart right)
- The current Strategic Plan covers 2021-2026. The priorities include: providing a broad curriculum which meets individual, local and regional needs, including implementing new national initiatives and a complimentary curriculum which prepares students for the future; meeting the needs of stakeholders through collaboration and partnership; and meeting the 20% additional demand for places through developing new facilities in key areas including construction, digital health, STEM, creative arts and SEND.
- In January 2025 the Board of Governors extended the Strategic Plan by a further year, to August 2026.



The Strategic Plan and the Annual Accountability Statement

The Strategic Plan has not materially changed since it was approved. A number of key actions have been achieved which have given the college the ability to better address local, regional and national skills priorities.

The **college has added additional capacity**: to deliver construction courses through an additional brick workshop, expansion of electrical and plumbing facilities and new renewable energy workshops to meet the increase in demand for technical skills at Level 3; creating an E-Sports suite; remodelled English Bridge campus to provide additional student social/café space, a larger Learning Resource Centre, additional classrooms and a Drama and Theatre Studies suite, all of which support growth in A Level student demand and are a step towards moving students on Applied General courses from London Road to free up space to expand engineering, construction and health. Engineering welding facilities have been extended, carpentry and joinery theory classrooms have been refurbished, the electrical workshop has been expanded and refurbished, the plumbing workshop area has been refurbished, and electrical and plumbing theory classrooms have been refurbished. In the last year the college has opened a new Health Education suite, a new Early Years Centre and a new Digital Media suite at the London Road campus, created a new Learning Resource Centre and a suite of Criminology and Business classrooms at the Welsh Bridge campus, and extended the Art and Design facilities through utilising the basement of the English Bridge campus.

The **college has developed curriculum** to meet local, regional and skills needs through partnership working. The college is a member of the Marches Education Partnership of three colleges in the Marches region who completed successful SDF1 and 2 projects and who are currently completing two LSIF programmes in engineering and renewable construction. The Health team developed the Shrewsbury Nurse pathway for Health in partnership with the University of Chester and the NHS Trust, which was a trailblazer project which has informed the development of the college health T Level pathways. The Construction team have developed qualifications in Renewable Technologies and upskilled staff to make use of the new facilities provided as part of the Marches Education Partnership's successful SDF2 programme. These courses have been delivered over the past year to nine cohorts. The college is a key partner of Shropshire Council in delivering the government Multiply programme and has delivered programmes to more than 500 adults. The college developed a new L2 Maintenance Operative apprenticeship programme with local employers. The college's second cohort of Project Search students have completed supported internships in partnership with the NHS Trust and RAF Cosford. The college developed new HTQs and modular programmes, co-designed with employer partners. The college has introduced ten T Level pathways in September 2023 and recruited 278 student. **16-18 full time numbers have risen** from 3412 to 4183 and **apprenticeship numbers have risen** from 770 to 900 since the start of the strategic plan in 2021. This growth has been in Level 3 qualifications, and in engineering, construction, digital, health and care and preparation routes. The college is a strategic partner of the GMB union, delivering rep training for the union across the country. This work is supported by partnerships with the WMCA and GLA.

The college has a detailed single year Operational Plan for implementation of the strategy which governors review three times a year. The college therefore is used to having identified priorities for the next twelve months, as required by the Annual Accountability Statement. The Annual Accountability Statement focus on meeting local, regional and national skills needs exists as Goal 1.1. in the college Strategic Plan, as well as Goal 1.3 which focuses on the appropriateness of curriculum, Goal 2.3 which focuses on meeting stakeholder needs through collaboration and partnerships, Goal 3.2 which aims to build places for the growth in student demand and Goal 3.3 which targets new facilities in strategically important curriculum areas. Governors reviewed the Local Needs Duty in 2023-24.

The Strategic Plan and the Annual Accountability Statement

The college has a mature process for reviewing the appropriateness of the curriculum and for responding to needs. This process is bottom up, focusing on yearly review of provision by the curriculum lead with middle and senior managers, including the principal. The review considers the effectiveness of the provision by considering student feedback, quality of outcomes including the quality of destinations, employer feedback and the soft intelligence from the curriculum team, as well as relevant college data, including retention, pass-rate, achievement, grades and value-added. This data is contextualised once DfE data is made available later in the year. The FE Dashboard was considered in the 2024-25 review process.

This is augmented with insight from the senior team based on their engagement with stakeholders. The college established Skills Advisory Panels for Health, Construction and Digital skills in 2022, and added Engineering and Professional in 2023, and these groups meet termly. The college is represented at a senior level on the Shropshire Economic Partnership, and on the Marches LSIP Board during phase 1, and on the Marches Education Partnership Board, which provides oversight of the LSIP Projects, and was previously represented on the Marches LEP board. The college uses Labour Market Intelligence to validate curriculum plans as appropriate.

This process has informed a number of developments. It led the college to build two brick workshops, growing student and apprentice numbers from 30 to 120, and to invest in Motor Vehicle Engineering, building the new Automotive Centre and growing students and apprentice numbers from 50 to 150. The Automotive Centre was a collaborative project with the Marches LEP and four regional employers. It has also led the college to invest in a new Health Education Centre, the new Early Years Centre and the new Media Centre, to support T Level programmes. The content of new HTQs in Construction, Health and Digital, and the content of the college Modular Accelerator Programme has been co-designed with the appropriate Skills Advisory Panels.

Context and Place

The characteristics of Shrewsbury Colleges Group are derived from the purpose of the college, which itself derives from the context and place of the college.

Shrewsbury Colleges Group was formed in 2016 from the merger of Shrewsbury Sixth Form College and Shrewsbury College of Arts and Technology. The merger was unusual in that the larger GFE college merged into the smaller sixth form college. As a consequence, the college is legally a designated sixth form college. In terms of turnover the college is the largest designated sixth form college in the country. The purpose and offer of the college mean it identifies as a tertiary college.

The college delivers A Levels at the English Bridge and Welsh Bridge campuses which are located at the west and east ends of the loop of the River Severn in the centre of Shrewsbury. All Art and Design courses (A Level, vocational and adult education) are delivered at the English Bridge campus, the only example of co-location of academic and vocational curriculum. Vocational, technical and professional qualifications are delivered at the London Road campus, which is about 1 mile from the town centre. The college is severely limited by space in the town centre. The London Road campus includes Sports facilities used by the local community in the evening and at weekends.

Shrewsbury is the county town of Shropshire. Shrewsbury is known for its historic significance, attractive architecture, and thriving retail sector. The town's economy is driven by a range of industries, including retail, tourism, services, and healthcare. It serves as a regional centre for business and commerce, with various businesses and professional services operating in the area. The college serves Shrewsbury, and because of the range and breadth of provision it acts as the college of Shropshire (and beyond) as much as the college of Shrewsbury.

Shropshire is the second largest inland county with a population of 325,415 (323,600 at the 2021 census), a growth of 5.7% from 2011 compared with 6.6% nationally. Shropshire is predominantly rural – 98% of the county landmass is rural, with 2% urban – and has accompanying low population density with 97 persons per square kilometre compared with 434 in England. Shrewsbury is the county town and has a population of around 76,000, with several market towns scattered across the county. Shropshire ranked 34th for total population out of 309 local authority areas in England. Shropshire has historically had low levels of NEETs. At the end of 2024 Shropshire 16-17 NEETs were 2.4%, with 0.7% Not Known, a total of 3.1%. This was less than half the national total of 6.3% (NEET 2.9% and Not Known 3.4%) and the statistical neighbour rate of 6.4% (NEET 3.8% and Not Known 2.6%).

Context and Place

Shropshire has ambitions to increase the population and therefore has a plan to build 30,000 new homes by 2048, with a focus on sustainable construction. However, the local plan was withdrawn in March 2025 following criticism from inspectors and so there is currently no adopted plan. Nearby Telford and Wrekin, which is part of the historical county of Shropshire and which is surrounded by Shropshire to the north, east and west, grew by 11.4% over the same period, from 166,600 to 185,500. Over the same period there has been a 30% increase in people aged 65 years and over in Shropshire, compared with 20% nationally. In total, 81,200 people are 65 or over, or 25%, compared with 18.5% nationally. This demographic shift has impacted on the economy been exacerbated by the impact of the pandemic, with Shropshire Chamber of Commerce's Quarterly Business Survey's identifying employment gaps caused by (early) retirement of skilled workers. Shropshire is ranked 165 out of 317 local authorities for deprivation, with one ward in the bottom 5% nationally, which is in Shrewsbury.

Shropshire is dominated by SMEs and micros, with 90.5% of businesses employing less than ten people and only 45 businesses employing more than 250 people. The top employment sectors are Health (15%), Manufacturing (10%), Accommodation and Food Services (10%) and Retail (9.6%). Shropshire's main economic challenge is productivity, with GVA per worked hour of £26.40 compared with £35.20 across the UK. This reflects the sectors that dominate the economy, with a large employment base in low paid sectors (care, retail, hospitality), and that disproportionate numbers are employed in agriculture, and that fewer people are qualified at Level 4 and above than the national average. This is partly because Shrewsbury Colleges Group is so successful in educating young people and adults to Level 3 and exporting them to universities around the country whilst there is no university in Shropshire which is counterbalancing this by receiving students from other parts of the country. The unemployment claimant count in April 2025 was 3.4%, compared with 6.4% in the West Midlands.

The college is the key post-16 partner for the four 11-16 secondary schools in Shrewsbury. In addition, the college is the prime partner for a further five 11-16 schools in rural Shropshire. These schools provide a critical mass of FE students which has enabled the college to take the strategic decision to offer a deliberately very wide range of courses. 15.3% of Shropshire school children are eligible for free school meals, compared with 12.4% nationally (2020 Spring census) illustrating the challenges created by a low wage economy. This creates challenges for the college and the college subsidises transport costs, provides free breakfasts for all students, and tops up the free college meal allocation. The college also attracts significant numbers of students from 11-18 schools in Shropshire, Telford and Wrekin and Powys. These students contribute to the overall student numbers which allows the college to offer the breadth of academic and vocational provision and the ability to invest in specialist support and facilities because of the size of the 16-18 cohort.

Context and Place

c.75% of the college 16-18 provision is Level 3, reflecting the A Level specialism of the college and the proportion of young people in partner schools who matriculate at 16. The college is the largest A Level provider in Shropshire, with c.1,800 A Level students, more than the rest of the providers combined. The college offers 39 A Level courses and 78 vocational/technical full time courses to students following study programmes. This is the widest choice in Shropshire and the surrounding area. This breadth of offer is a deliberate strategic decision.

As a consequence of this breadth and accompanying quality, 16-18 year olds travel an average of 22 miles a day to attend the college (Association of Colleges MIDES data). The college travel to learn average places the college in the highest quartile nationally. The college sends around 750 students to university every year. Students from the college perform exceptionally well at university, out-performing other sixth form colleges, school sixth forms and the private sector in terms of % of students achieving 1st and 2:1 class degrees.

The college does not offer land-based provision, nor does it currently offer provision for students with severe needs. The college sub-contracts 19-24 high needs provision to Severndale Academy. This is an exceptional arrangement approved by the ESFA. This provision is an essential part of the local offer.

Context and Place

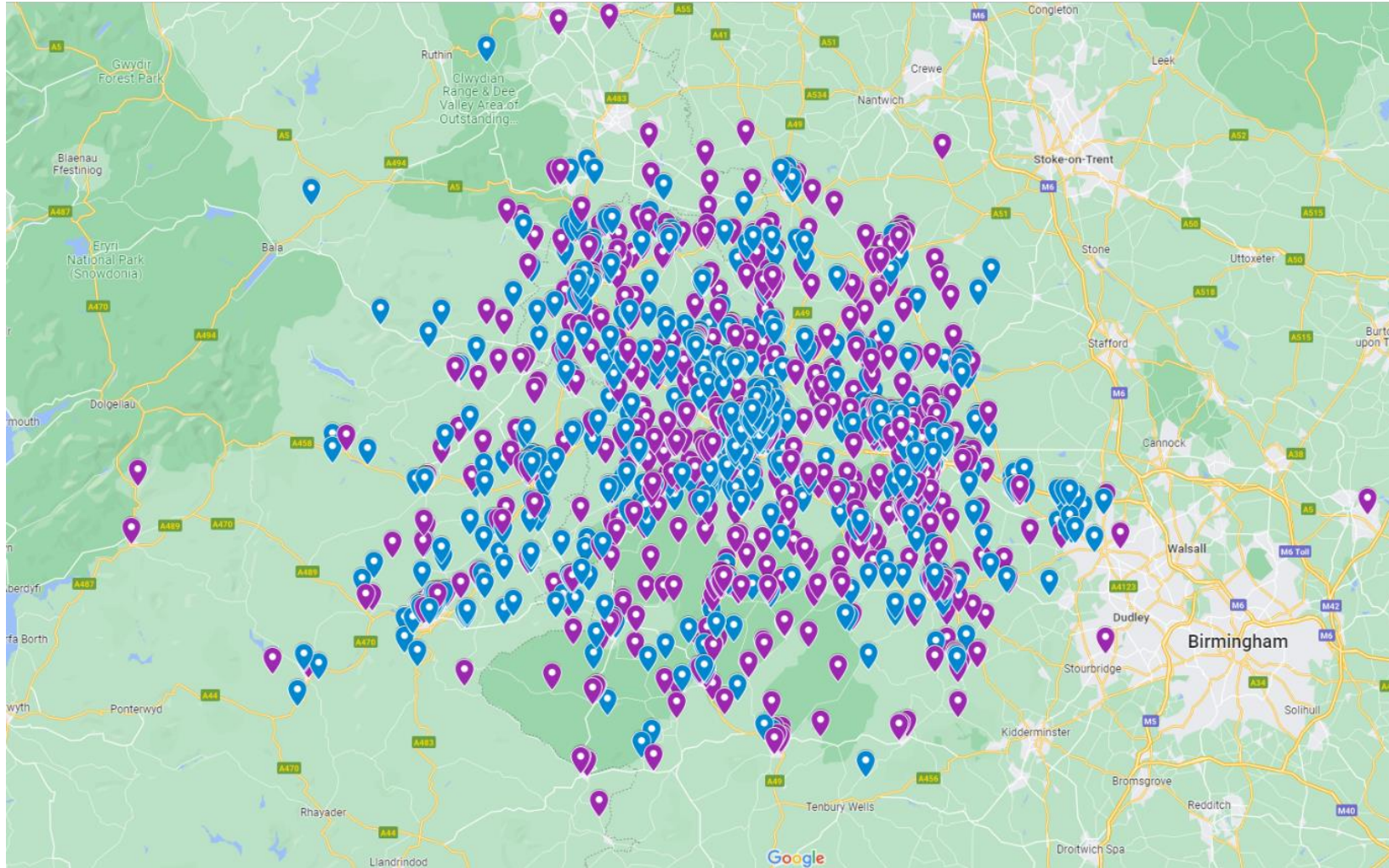
Adult provision consists of part-time and full-time further education qualifications, higher education and a small amount of community learning. Provision for adults is focused on local need and demand and college specialisms rather than being a broad offer. The college delivers English and maths qualifications to meet the national priority, construction and engineering courses because these are areas of long-standing specialism and high demand, accounting and counselling because of the high quality of the provision and because it meets local skills needs in health and care and in professional services, trades union education locally because this is an area of long-standing specialism and trades union education nationally for the GMB union because of the quality of the provision. This work is supported by strategic partnerships with WMCA and GLA. Higher education provision is focused around high quality specialisms which meet local need.

The largest element of the college direct offer to employers is through the provision of apprenticeships. The college has deliberately moved away from offering apprenticeships where the provision was of indifferent quality and of limited value to the town and the county and has instead focused on areas of strength and specialism. The college funds a small amount of apprenticeship provision through sub-contracting arrangements. This provision is local, niche, complements the college offer and is an important part of the local offer.

In the last three years the college has developed high quality full-cost bespoke engineering training designed with the employer. This programme meets the national and international needs of the employer who has a base in Shropshire.

The college is a partner in the Marches Education Partnership which has delivered two successful Strategic Development Fund projects from 2021 to 2023 and two LSIP projects from 2023 to 2025. The SDF projects have delivered bespoke training for the NHS and for the renewable construction sector. The LSIP projects developed manufacturing and engineering skills to expedite the automation of the manufacturing sector (“Project 1”) and built a ‘Green Skills’ construction workforce (“Project 2”). A key feature of the partnership has been providers developing complementary areas of specialism alongside IAG which ensures adults and employers are signposted to the provider with the specialist training capacity.

16-18 Travel to Learn c.4,200 enrolments



The distance **west to east** is **100 miles** and from **north to south** is **60 miles**.

Each marker represents a 16-18 student. **Purple** represents students enrolled at London Road; **Blue** students enrolled at English and Welsh bridges. The purple are on top of the blue.

Approach to developing the statement

The college has consulted with a wide range of key external stakeholders in developing the plan:

- **11-16 schools** in Shrewsbury, Shropshire and Telford regarding their future curriculum intentions, demography and planned NOR, and careers information in relation to future opportunities in the area.
- The **college's Skills Advisory Panels for Health, Construction, Digital, Engineering and Professional Services**. Each of these panels are chaired by the Vice Principal for Vocational and Technical Education and bring together a group of 4-6 key employers with the relevant college Curriculum Directors with the aim of reflecting current sector needs in the design of the curriculum, building capacity for T Level work placements and facilitating upskilling of teachers. Since established 37 employer representatives regularly attend the SAP meetings and have informed curriculum design and investment in facilities and resources.
- The **Marches LSIP report**, which identified high demand for care and medical staff, construction and engineers in Shropshire, and high demand for all manufacturing skills, construction, engineers and IT skills in Telford. In addition, work and soft skills were identified as a skills shortage in each of the three sub-regions and across the Marches. The draft report did not identify specific qualifications for the college to consider delivering. The research completed by the ERB has ensured that there are up to date views from key stakeholders included the CITB and the NHS Trust.
- **Shropshire Council and the Shropshire Economic Partnership** with particular reference to Shropshire's Economic Growth Strategy 2022-2027. The strategy identifies two *Outputs* which have directly influenced college planning: the need to increase employment in higher skilled occupations, and the need to increase the proportion of the Shropshire population with Level 3+ qualifications. The strategy also identifies two *Employment and Skills Outcomes*: the need to increase the availability and take up of apprenticeships and the need for employer and potential employee mapping that establishes a matrix of skills gaps and needs.
- Whilst the Marches LEP no longer exists, the **Marches LEP Skills Report of January 2022** is the most recent published report of skills shortages based on extensive data analytics. It was used to cross reference against the information from the college sector panels, the draft LSIP, and the Shropshire Council Economic Growth Strategy. The priorities were: Advanced Manufacturing, Business & Professional Service, Health & Social Care, Cyber, Visitor Economy, Education, Construction, Agri-tech, Food manufacturing and processing.
- Data sources, including **the FE provider dashboard**, as well as other data including National Achievement Rate tables, DfE Performance tables, and specialist proprietary systems.
- The continued support and investment in trade union representative training providing by the **WMCA** and **GLA**.

Approach to developing the statement

In addition to external stakeholders, the college has also considered the up-to-date Labour Market Intelligence from Lightcast LMI in relation to Shropshire and Telford and Wrekin occupational vacancies August 2024 to March 2025. This data identifies Care workers and Home Carers, Nurses, Business Administration, Sales, Customer Service, Programme and Software Development Professionals, Kitchen and Catering Assistants, Teaching Assistants, Engineering Technicians and Elementary Storage Occupations as the top ten posted vacancies. Several of these areas are seeking qualifications at L6 and several do not require qualifications. The college provision supports Care workers, Nurses, Business Administration, Customer Service, Teaching Assistants and Engineering Technicians

The Annual Accountability Statement also pays due regard to the provision offered by other colleges in the Marches. Shrewsbury Colleges Group is one of the three members of the Marches Education Partnership (MEP), along with Hereford, Ludlow and North Shropshire College and Telford College. The MEP have worked in collaboration to deliver two Strategic Development Fund projects, in Health (SDF1) and in Renewables (SDF2) with a combined value of £3.8mn, and two LSIP projects totalling £2.5mn, focused on green construction and manufacturing engineering, with the partnership extended to include three independent training providers.

The Marches Education Partnership has worked collaboratively to plan provision across the Marches area. The geography of the Marches region requires provision to be available in different geographical locations because of prohibitive travel to learn times. The MEP has also agreed to develop specialisms in each geographical location, signposting employers and individuals to the specialist offer of the individual colleges. The MEP has produced *The LSIP Employer Training Prospectus*, which sets out the training offer across the partnership including follow on training. The partnership has also developed a web-site to promote the training offer.

The college has considered the Provider Dashboard in developing the statement. The college headline performance is **green** for the three measures introduced by the dashboard: Skills Measure; Progression; and National Skills Priorities. These judgements are in line with the college assessment of the responsiveness and effectiveness of provision, notwithstanding the relevance of some of this data given the academic year from which it is derived.

The next two pages summarise the priorities.



Meeting Skills Needs: Local, Regional and National Priorities

Local Skills Improvement Plan priority sectors:

- Professional Services
- Health & Social Care
- Construction, including Environment Technologies
- Engineering & Manufacturing, including Food & Drink Production

Marches LEP priority sectors:

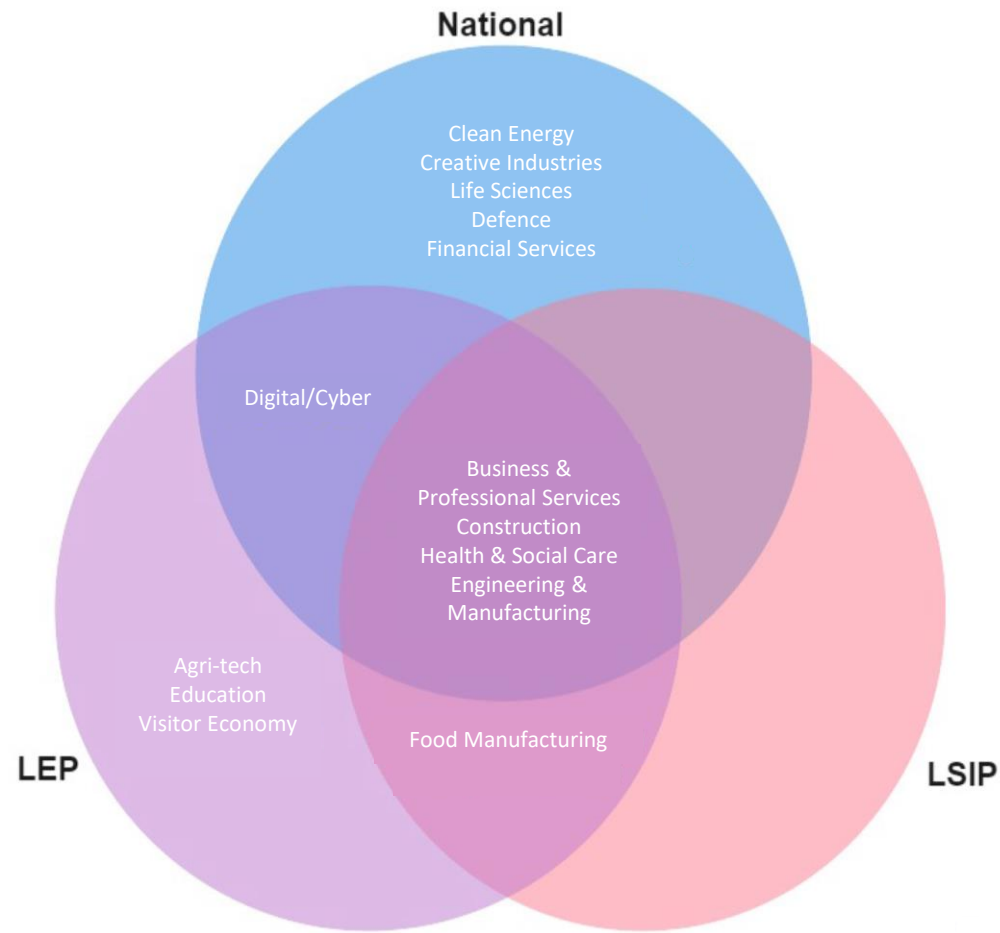
- Advanced Manufacturing
- Business & Professional Services
- Health & Social Care
- Cyber
- Visitor Economy
- Education
- Construction
- Agri-tech
- Food manufacturing and processing

National priority sectors:

- Advanced manufacturing
- Clean energy industries
- Creative industries
- Defence
- Digital and technologies
- Financial services
- Life sciences
- Professional and business services
- Construction
- Health and Adult Social Care



Meeting Skills Needs: Local, Regional and National Priorities



Shropshire's Economic Growth Strategy

Employment and Skills Outputs:

- Increase in employment in higher skilled occupations
- Increase in proportion of population with Level 3+ qualifications

Employment and Skills Outcomes:

- Increased availability and take up of apprenticeships
- Employer and potential employee mapping that establishes a matrix of skills gaps and needs

Contribution to national, regional and local priorities

In 2023-24 and 2024-25 the college addressed national, regional and local priorities through introducing new curriculum in line with the National Skills Priorities preference for high-quality programmes that have been co-designed with employers and have a track record of delivering good outcomes for students and apprentices, specifically T Levels, apprenticeships and HTQs. Such significant curriculum change and development now needs to be embedded with a focus on delivering high quality outcomes on these programmes. The main strategic challenge for the college is expanding the estate to meet the demand for additional places, given the significant growth in numbers over the last five years, and refurbishing the estate given that 27% of the campuses are Category C and D.

The college is introducing:

- The Level 3 Advanced Technical Diploma in Electrical Installation programme in Electrical
- The IT Solutions Technician apprenticeship

The college is aiming to:

- Increase T Level enrolments, targeting 279 enrolments across eleven pathways
- Increase apprenticeship enrolments in: accountancy; bricklaying; carpentry and joinery; and construction site supervisor
- Increase Higher Technical Qualifications (HTQs) enrolments in Leadership and Management
- Increase enrolments to Uniformed Public Services qualifications to support the new national priority of Defence

The college will develop the campuses by:

- Replacing the roof of the Performing Arts building
- Advance the plans for land disposal by bringing at least one of the three parcels of land identified in the estates strategy to market, using the profits to invest in the campuses
- Securing funding for a new STEM centre at the Welsh Bridge campus, the development which unlocks the rest of the estates strategy
- Secure funding for the new Construction Skills Centre at the London Road campus

The college will work with Shropshire Council to:

- Develop a post-16 SEN Hub

The next page provides a summary table of the college priority actions for 2025-26. The table sets out the priority sector and identifies whether this priority is identified by the Marches LSIP, the Marches LEP or is a National Priority. The table also cross references to the college Strategic Plan. Finally the table provides a summary of the identified actions.

The two pages which then follow the summary **set out the priority actions** with SMART targets, setting out the measurable outcome and the date for completion and review.

Priority	National	LSIP	LEP	SCG SP	Actions
Construction	X	X	X	1.1/2.3 1.1/2/3 3.2/3.3	1. Recruit a cohort to the L3 Advanced Technical Diploma in Electrical Installations 2. Increase enrolments to apprenticeships in bricklaying, carpentry and joinery, and construction site supervisor 3. Secure investment for the Renewable Construction Centre
Health and Social Care	X	X	X	1.1/2.3	1. Increase numbers enrolled to the T Level pathways in adult nursing and midwifery
Engineering and Manufacturing	X	X	X	1.1/2.3	1. Increase numbers enrolled to the T Level pathways in electrical and electronic engineering and mechanical engineering
Business and Professional	X	X	X	1.1/2.3	1. Increase apprenticeship enrolments across Accountancy apprenticeships 2. Recruit a cohort to the HTQ in Leadership and Management
Digital	X		X	1.1/4.1	1. Recruit a first cohort to the IT Solutions Technician apprenticeship
Science and Maths	X			3.2/3.3	1. Secure investment for the STEM Centre
Creative Industries	X			3.3 1.1 4.1	1. Replace the roof on the Performing Arts building 2. Recruit a cohort to HNC Performing Arts
Defence	X			1.1	1. Increase Public Services recruitment from 80 students to 100 students
SEND	X			1.4/2.3/2.4	1. Work in partnership with Shropshire Council to create a post-16 SEND Hub

Priority	Actions	Outcome	Date for completion
Construction	1. Recruit a cohort to the L3 Advanced Technical Diploma in Electrical Installations	1. Cohort of 14 students	1. September 2025
	2. Increase new start enrolments to apprenticeships in bricklaying, carpentry and joinery, and construction site supervisor, from 37 to 57	2. 57 new starts	2. January 2026
	3. Secure investment for the Renewable Construction Centre	3. Funding secured as available	3. July 2026
Health and Social Care	1. Increase enrolments to year 1 T Level pathways in Midwifery and Mental Health from 20 to 35	1. Cohort of 35 students	1. September 2025
	2. Deliver two HTQ modules in Health Professional through the Modular Accelerator Programme	2. Cohort of 12 students	2. July 2025
	3. Build new Health Education Suite	3. Opened for new cohort	3. September 2024
Engineering and Manufacturing	1. Increase enrolments to year 1 T Level pathways in Electronic Engineering and Mechanical Engineering from 22 to 40	1. Cohort of 40 students	1. September 2025
Business and Professional	1. Increase new start enrolments to apprenticeships in accountancy, Level 2-4, from 12 to 16	1. 16 new starts	1. January 2026
	2. Increase enrolments to HTQ in Leadership and Management from 6 to 12	2. Cohort of 12 students	2. July 2026
Digital	1. Recruit a first cohort to the IT Solutions Technician apprenticeship	1. Cohort of 5 apprentices	1. July 2026

Priority	Actions	Outcome	Date for completion
Science and Maths	1. STEM Centre	1. Identify source of funding to support the ambition identified in the Property Strategy	1. July 2026
Creative Industries	1. Replace the roof on the Performing Arts building 2. Recruit a cohort to HNC Performing Arts	1. Roof replacement completed 2. 6 student recruited	1. September 2025 2. September 2025
Defence	1. Increase enrolments to Uniformed Public Services courses from 80 to 100 students	1. Cohort of 100 students	1. September 2025
SEND	1. Work in partnership with Shropshire Council to create a post-16 SEND Hub	1. Agreement and project plan in place	1. July 2026

Local Needs Duty

Governors carried out the required review of the Local Needs Duty in 2024 and confirmed that they considered the college met the duty. Governors specifically considered the Local Needs Duty on the Development and Strategy Days on 21 April 2023 and 19 April 2024. In addition, governors regularly consider the college curriculum and local needs through officer reports to full board and the Curriculum Quality and Standards Committee.

Governors have drawn their assurance from:

- The assessment of the college curriculum planning process, including collaborative planning with other providers through the SDF, LSIP and Marches Education Partnership, the involvement of employers through the college Skills Advisory Panels, and the appropriateness and effectiveness of the curriculum, which were all considered by governors on the Development and Strategy Day on 19 April 2024. Governors assessed that they were assured that the college met the Local Needs Duty. Further assurance was provided to governors on four areas where governors identified they needed more information.
- the college process for reviewing curriculum, including the college use of Labour Market Intelligence
- the external stakeholder report by Outsourcery Consultancy of April 2023
- the college Self-Assessment Report which identified the top ten occupation areas in Shropshire and Telford and Wrekin and mapped these occupational areas to the college curriculum. This analysis provides evidence that the college delivers courses designed to meet 44 out of the top 50 in-demand occupations in Shropshire, Telford, and Wrekin. Furthermore, analysis of the top 50 occupations requiring higher level qualifications shows that the college advanced level offer matches all 'in demand' occupations nationally in terms of facilitating progress to higher level study.
- The positive statements on meeting skills needs in the Ofsted inspection reports of 2020 and 2022 (see next slide)

Subsequent to the review in 2023-24 the college has been inspected by Ofsted in 2024 and judged to make a 'Significant' contribution to local, regional and national skills (see next but one slide)



Ofsted, February 2020

Leaders and managers are clearly focused on delivering a wide-ranging curriculum. They work effectively with local schools, employers and other stakeholders to ensure that the curriculum offer is broad enough to meet the identified local and regional skills shortages. The offer includes, for example, a specific curriculum to meet the local skills shortages in the NHS and an increasing demand for construction skills – particularly in bricklaying – to address an identified need for additional housing.

Ofsted, January 2022

Leaders and managers, including governors, have used their extensive links with a range of stakeholders, including local schools, other colleges and employers, well to develop and deliver a broad and rich curriculum. Staff ensure that regional employers' needs are considered in the design of vocational courses, apprenticeships and adult programmes. Consequently, the curriculum meets the needs of students, apprentices, employers and local communities very well.

Staff design apprenticeship and adult learning programmes well and ensure that these are flexible to meet the requirements of employers. A range of engineering apprenticeships suit the various specialist requirements of regional employers, such as a shortage of skilled maintenance technicians.



The college makes a strong contribution to meeting skills needs.

Ofsted April 2025

- Leaders have a very comprehensive understanding of local, regional and national skills needs. They are steadfast in their desire to provide an extensive curriculum offer that meets skills priorities and supports the acquisition of highly relevant skills and knowledge for all their students and apprentices. For instance, leaders have introduced higher-level modular courses in priority areas such as engineering, construction, digital and leadership and management. Through their supported internships, leaders enable young people with an education and health care plan to move into meaningful and rewarding jobs.
- Leaders have highly effective and useful links with a wide range of relevant stakeholders, such as local NHS health trusts, the Shropshire Chamber of Commerce and the Greater London Authority. They collaborate exceptionally well with an extensive range of employers and other relevant stakeholders to support the recruitment and retention of skilled staff and to meet skills gaps in trades such as bricklaying, carpentry and construction.
- Leaders are committed to providing curriculums that meet the exacting needs of both students and local businesses in sectors such as plumbing, painting, digital and construction. They have excellent relationships with a wide range of employers and respond incisively to their specific skills priorities. For example, teachers in plumbing and heating teach about renewable energies, such as air source heat pumps, and teachers in motor vehicle include content about electric and hybrid cars in their curriculums. Leaders work very closely with trade unions to provide engaging courses for adults who need bespoke training to become successful trade union representatives. They partner with universities to provide higher-level training in areas such as hospitality, counselling, gaming and teacher training. These partnerships provide excellent opportunities for students to access higher education training close to where they live.

Corporation Statement

On behalf of the Shrewsbury Colleges Group corporation, it is hereby confirmed that the 2025-26 Annual Accountability Statement Part 2, including the Local Needs Duty, as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 7 July 2025.

The Annual Accountability Statement Part 2 will be published on the college's website within three months of the start of the new academic year [Accountability Agreement](#)

Joycelin Hoyland

Chair of Governors

James Staniforth

Principal and Chief Executive

Dated: 7 July 2025

Further Information

Shrewsbury Colleges Group Ofsted Report April 2025

[Shrewsbury Colleges Group - Open - Find an Inspection Report – Ofsted](#)

Shrewsbury Colleges Group Financial Statements

[Financial Accounts | Shrewsbury Colleges Group \(scg.ac.uk\)](#)

Shrewsbury Colleges Group Full-time and HE offer 2025-26

[Order a Prospectus | Shrewsbury Colleges Group \(scg.ac.uk\)](#)

Marches Education Partnership

[Home | Marches Education \(marches-education.co.uk\)](#)

Marches LEP Skills Report November 2021

[The Marches Local Skills Report 2021 - Marches LEP](#)

Shropshire Economic Strategy 2022-27

[Shropshire's Economic Growth Strategy Refresh 2022-2027 – Invest in Shropshire](#)

National Skills Priorities, Paragraph 25

[Accountability agreements for 2024 to 2025 \(publishing.service.gov.uk\)](#)

APPENDICES

APPENDIX 1: COMPLETION OF ACTIONS FROM 2023-24 STATEMENT

Green = Achieved completed

Amber = Partially Achieved

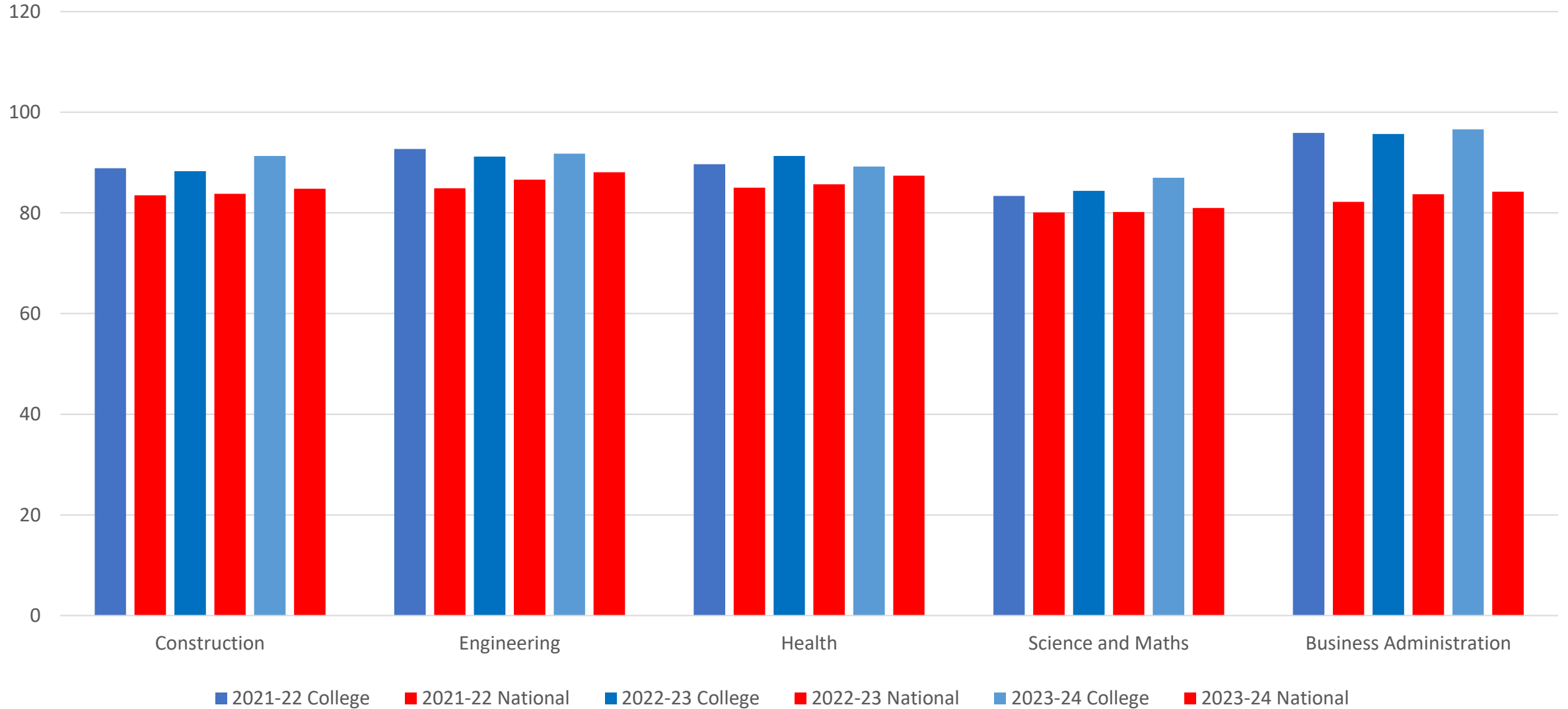
Red = Not achieved

Priority	Actions	Outcome	Date for completion
Construction	<ol style="list-style-type: none"> 1. New L3 Construction Support Technician Apprenticeship 2. Deliver two HTQ modules in Methods of Modern Construction and Construction Management through the Modular Accelerator Programme 3. Secure investment for the Renewable Construction Centre 	<ol style="list-style-type: none"> 1. Cohort of 6 apprentices 2. Cohort of 32 students 3. Funding secured as available 	<ol style="list-style-type: none"> 1. July 2025 2. December 2024 3. July 2025
Health and Social Care	<ol style="list-style-type: none"> 1. Two new T Level pathways in: Midwifery; and Mental Health 2. Deliver two HTQ modules in Health Professional through the Modular Accelerator Programme 3. Build new Health Education Suite 	<ol style="list-style-type: none"> 1. Cohort of 35 students 2. Cohort of 12 students 3. Opened for new cohort 	<ol style="list-style-type: none"> 1. September 2024 2. July 2025 3. September 2024
Engineering and Manufacturing	<ol style="list-style-type: none"> 1. Deliver two HTQ modules in Electronic Engineering and Mechanical Engineering through the Modular Accelerator Programme 2. New HTQ Engineering with four pathways in: general engineering, electrical/electronic; mechanical; & manufacturing 3. New L3 Safety and Health Technician for engineering companies 	<ol style="list-style-type: none"> 1. Cohort of 24 students 2. Cohort of 25 students 3. Cohort of 6 apprentices 	<ol style="list-style-type: none"> 1. July 2025 2. September 2024 3. July 2025

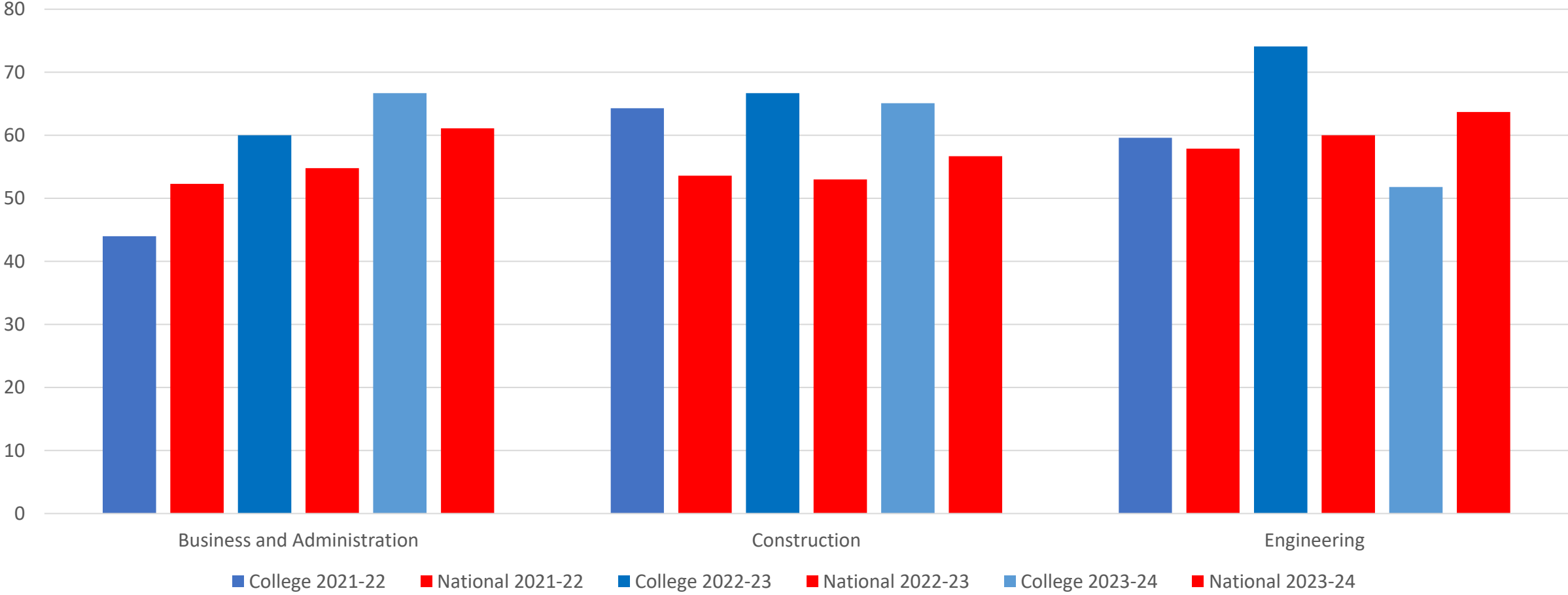
Priority	Actions	Outcome	Date for completion
Business and Professional	<ol style="list-style-type: none"> 1. New HTQ in Leadership and Management 2. Deliver two HTQ modules in Leadership and Management through the Modular Accelerator Programme 3. Extend Project Search to a second cohort with the focus to include Business Administration 	<ol style="list-style-type: none"> 1. Cohort of 7 students 2. Cohort of 16 students 3. Cohort of 8 students 	<ol style="list-style-type: none"> 1. January 2025 2. July 2025 3. September 2024
Tourism and Visitor Economy	<ol style="list-style-type: none"> 1. Further grow Travel and Tourism Extended Diploma provision 2. Introduction of L2 Commis chef and L2 Production chef apprenticeships 	<ol style="list-style-type: none"> 1. Numbers increase from 60 to 80 2. Cohort of 10 apprentices 	<ol style="list-style-type: none"> 1. September 2024 2. July 2025
Digital	<ol style="list-style-type: none"> 1. New HTQs, in Digital Technologies and Computing 2. Deliver two HTQ modules in Digital Technologies and Computing through the Modular Accelerator Programme 3. Build new Digital Media Suite 	<ol style="list-style-type: none"> 1. Cohort of 16 students 2. Cohort of 16 students 3. Open for new cohort 	<ol style="list-style-type: none"> 1. September 2024 2. July 2025 3. September 2024
Science and Maths	<ol style="list-style-type: none"> 1. STEM Centre 	<ol style="list-style-type: none"> 1. Identify source of funding to support the ambition identified in the Property Strategy 	<ol style="list-style-type: none"> 1. July 2025
Communication skills	<ol style="list-style-type: none"> 1. AI Moodle course added to tutorial programme 	<ol style="list-style-type: none"> 1. Deliver to 3800 students 	<ol style="list-style-type: none"> 1. July 2025

**APPENDIX 2:
ACHIEVEMENT RATES FOR 2021-22, 2022-23 & 2023-24
IN PRIORITY SECTORS**

Education and Training Achievement Rates(%)by Priority Sectors: 2021-22, 2022-23 & 2023-24 compared with national



Apprenticeship Achievement Rates by Priority Sectors: 2021-22, 2022-23 & 2023-24 compared with national



**APPENDIX 3:
NUMBERS PROGRESSING TO HIGHER EDUCATION IN
PRIORITY SECTORS 2021-24**

Numbers progressing to higher education in priority sectors 2021-24

